| Curriculum Content Map | | | Subject: English Language | | | | | | | | | | | KS4: Year 11 | | |
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| | | | Term 1 | | | | Term 2 | | | | | Term 3 | | | | |
| | | Month | September | October | November | December | January | February | | March | April | May | | June | July | |
| | Unit of Work | | A Christmas Carol (Literature Paper 1) | | | | Essay writing and development skills | | Speaking and Listening | Language Paper 1 (Creative Writing) | Language Paper 2 (Transactional writing) | Language Paper 1 and 2 (Reading) | | | | |
| Cultural Transmission | National Curriculum area – KS4 | | *"Read and appreciate the depth and power of the English literary heritage through:<br>• reading a wide range of high quality, challenging, classic literature and extended literary non-fiction. This writing should include whole texts. The range will include:<br>• works from the 19th, 20th and 21st centuries<br>• analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.<br>• identifying and interpreting themes, ideas and information<br>• exploring aspects of plot, characterisation, events and settings, the relationships between them and their effect<br>• seeking evidence in the text to support a point of view, including justifying inferences with evidences<br>• drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation"* | | | | *Pupils should be taught to:<br>• write accurately, fluently, effectively and at length for pleasure and information through:<br>• adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue<br>• selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis<br>• selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate* | | *"Pupils should be taught to:<br>• speak confidently, audibly and effectively, including through:<br>• using Standard English when the context and audience require it. Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary "* | *"Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. • reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading"* | *"Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. • reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading"* | *"Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. • reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading"* | | | | |
| | Substantive Knowledge | *The What!* | Students will be looking at the text 'A Christmas Carol'. They will be looking at the language of the writer and how it is influencing society. Students will understand that Charles Dickens' own experiences helped him to send a message. Students will be examining different characters and how they represent facets of society. | Students will examine the class divide between rich and poor. Students will learn that the structure of a text can help to understand and interpret new ideas. Students will be learning about new language techniques that they may not have come across before, such as allegory, and how they create effect and meaning. | They will understand and learn about life in Victorian London and draw comparisons to real life and characters in the book. Students will be able to create analytical essays based on either a thematic or a character question, which will draw on their understanding and ability to link to other ideas across the novella. | By the end of the unit, students will consider different interpretation and be able to create an introduction and conclusion to their analytical essays. They will be able to explain the effect of language and specifically why a certain technique has been used. | Following on from AP1 and AP2 students will develop their academic writing style, by green pen responding to their feedback. They will need to make sure they answer the feedback in full in order to benefit from the improvement. | Once they have mastered their feedback, students will develop their style of writing to include all the necessary components to hit all criteria points. Students will need to ensure they are writing using the PEEZIE structure or their own in order to address all AOs. | Students will have the opportunity to develop their speaking and listening skills in a 10 minute presentation of their choice. The presentation will could discuss a topic they are particularly passionate about or they can discuss a wider societal issue. Students will need to be fluent and be able to answer questions on their topic in detail. | Students will ensure they know how to formulate their essays and creative writing, by planning, vocabulary and sentence structure. They will master weaving in the language techniques they have studied across the curriculum. | Students will ensure they know how to formulate their essays and creative writing, by planning, vocabulary and sentence structure. They will master weaving in the language techniques they have studied across the curriculum – AREDFOREST. | Students will ensure they are clear and efficient at the timings for these papers. They will need to make sure they are planning effectively in order to meet each question. Students will revise over these questions and complete practice questions. | | | | |
| | Disciplinary knowledge | *The How!* | AO1: Read, understand and respond to texts. Students should be able to:<br>• maintain a critical style and develop an informed personal response by critiquing class and poverty forming a succinct thesis and argument.<br>• use textual references, including quotations, to support and illustrate interpretations<br><br>AO2: Analyse the language, form and structure. This includes allegory, thematic analysis, stave structure and symbolism used by a writer to create meanings and effects, using relevant subject terminology where appropriate<br><br>AO3: Show understanding of the relationships between texts and the contexts in which they were written. Examining Victorian society and the effects the rich have on the poor. Linking between society and the novella.<br><br>*Students will develop their skills from KS3 to apply to a harder 19th Century text. They will apply these to an exam question with an extract, but must link to other parts of the novella. Students will need to learn some quotations.* | | | | **Revision of AO skills**<br>AO1 Identify and interpret explicit and implicit information and ideas.<br>• Select and synthesise evidence from different texts.<br>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.<br>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. | | AO7: Demonstrate presentation skills in a formal setting by speaking in detail about a topic of their choice by expressing challenging ideas/information/ feelings using a range of vocabulary and achieves the purpose of the presentation.<br><br>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.<br><br>AO9: Use spoken Standard English effectively in speeches and presentations. | AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.<br>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.<br>**AO6 use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.** | AO1 Identify and interpret explicit and implicit information and ideas.<br>• Select and synthesise evidence from different texts.<br>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.<br>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.<br>AO4 Evaluate texts critically and support this with appropriate textual references | AO1 Identify and interpret explicit and implicit information and ideas.<br>• Select and synthesise evidence from different texts.<br>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.<br>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.<br>AO4 Evaluate texts critically and support this with appropriate textual references | | | | |
| | Sequencing | *Retrieval & Extension* | Builds upon<br>Analytical skills will build on the skills learnt at KS3 when looking at 'Of Mice and Men', 'Gothic Villains' and Shakespeare's Villains'. Students will need to remember how to link to context.<br><br>Is further developed in<br>Analytical skills will be developed further in the 'An Inspector Calls' play and the poetry units. Students will become more confident in their ability to analyse. Students will develop these skills further as they look at Macbeth in year 11. | | | | Builds upon<br>This builds upon and consolidates the ending of the course. Working on the way things are written through class feedback and repetitive practice.<br><br>Further developed in<br>Students will keep working to perfect their writing by making sure they can identify the different AOs and working with peers to produce work together. This will help to form the basis of their writing for their exams. | | Builds upon<br>Students will continue to work on their speaking and listening skills from their year nine lessons. The skills they have learnt in debating and presentations will help them to create an individual presentation demonstarting the refined skills.<br><br>Is further developed in<br>Speaking skills will be further developed in year 11 when they perform scenes from Macbeth. Whilst they speak the scenes they will be thinking about understanding the tone and inflection with the rhythm in the language. | Refining<br>Students will practice their creative skills by making sure they weave sophisticated language and structural features into their creative writing. Students will use what they have learnt across KS3 and KS4 in order to present a high-level accurate piece of creative writing.<br><br>Is further developed in<br>A-Level English literature where students will build on these essay skills and begin to look at theories and movements that underpin society as they compare and contrast novels and plays. They will need to be able to produce coursework of a high standard with these techniques and structures embedded. | Refining<br>Students will practice their creative skills by making sure they weave sophisticated language and structural features into their creative writing. Students will use what they have learnt across KS3 and KS4 in order to present a high-level accurate piece of creative writing.<br><br>Is further developed in<br>A-Level English literature where students will build on these essay skills and begin to look at theories and movements that underpin society as they compare and contrast novels and plays. They will need to be able to produce coursework of a high standard with these techniques and structures embedded. | Refining<br>Students will practice their analytical skills by weaving them into an essay. Students will use what they have learnt across KS3 and KS4 in order to present a high-level accurate piece of analytical writing. They will need to work on their structuring skills as they weave in the useful sentence starters and vocabulary.<br><br>Is further developed in<br>A-Level English literature where students will build on these essay skills and begin to look at theories and movements that underpin society as they compare and contrast novels and plays. | | | | |
| | Summative Assessment | | Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3. (Deep Mark) | | Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3. (AP1) | | Various extended writing pieces to extend their written ability. Analytical exam question either on character or theme. Assessing AO1, AO2 and AO3. (AP3) | | GCSE LANGUAGE ENDORSEMENT: Assessing AO7, AO8 and AO9 | Creative writong question AO5 and AO6 - (Deep Mark) | Creative writong question AO5 and AO6 - (Deep Mark) | Answering reading comprehension questions. Assessing AO1, AO2, AO3 and AO4.(Deep Mark) | | | | |
| Personal Empowerment | Virtue | *The opportunity to reflect, think deeply and critically about an issue.* | Friendliness & Civility | Justice & Truthfulness | Courage | Generosity | Gratitude | Good Speech | Good Speech | Good Temper & Humour | Self-Mastery | Self-Mastery | | | | |
| | Link to Virtue | | As year 10 begin their transition into GCSE they must learn to find the friendliness and civility in their actions as they listen to their teachers and each other when they explore the novella 'A Christmas Carol'. Students will try to decide what is friendly and civil and what is not in Victorian London. | As the text develops, students will look at the representation of the rich and the poor. Is Charles Dickens being truthful when he represents the poor, or does his own rich heritage make it seem untruthful? Students will begin to make inferences as to whether the poor are fairly treated and what would be the best justice for the rich and poor during | Students will explore how characters try to be courageous over those who oppress them and how their courage gets them into trouble with other characters. | Finally, how has generosity been shown throughout the novella? Students will explore the character development and identify which characters are the most generous, or have become the most generous. | Students will show gratitude to the feedback they have received in order to improve their work. They will be able to use in to create better answers that are more detailed. | Students will re-examine what makes a good speech and whether the characters in the texts make a strong deceleration of their beliefs through the way they speak. Do characters stand up for themselves, or is honour more important? Students will look at the way in which speech is used to motivate and blame. | Students will examine what makes a good speech by looking at famous and inspirational speeches. They will then need to apply these ideas to their own presentations. | Students will need to keep calm as they practice and rehearse their speeches in different ways in order to get a perfected result. They will need to perserveve and ensure it is the best they can do. Students may wish to add humour into their pieces in order to keep the audience interested. Finding humour in some of the topic choices may be | Students will be encouraged to look on the brighter side as they look for different interpretations in non-fiction texts. Students will develop their analysis by examining how these texts show good temper and humour to portray meaning. | Students will demonstrate self-mastery in the expression of their ideas in their transactional writing. They will demonstrate they have their own way to revise and master the skills that are needed in writing creatively.<br><br>Students will show self-mastery as they perfect their reading questions by using the skills they have learnt across the course, for a final 'push'. Students must make sure they are addressing every AO in their answer. | | | | |
| Preparation for Work | Skill | *Transferable skills* | Listening | Leadership | Problem-Solving | Creativity | Staying Positive | Speaking | Speaking | Staying Positive | Aiming High | Aiming High | | | | |
| | Link to Skill | | Students will need to listen to each other as they work together to analyse a text they may not have read before. They will need to listen to the new information to help broaden their understanding of new concepts and eras. | Students will show how they can lead in class discussions as they make inferences about Victorian England and characters throughout the novella. Students will take charge of their own learning to produce some independent analysis work. | Students will need to use problem-solving skills as they try to find the most interesting quotations and consider multiple interpretations. They will need to be asking – why has the writer done this? | Creativity does not always mean to write stories. Being creative when analysing means students will be thinking outside the box to find answers and interpretations that are unique. | Students will need to be self-aware as they talk about feelings in their writing. They will need to identify moods and emotions in the characters and settings of the texts. They will need to remain positive and try hard to stay calm as they try out different methods. | Students will be working on how they will articulate and speak their answers out-loud. Can they find the links between writing their answer down and speaking it aloud? | Students will be working on how they will articulate and speak their presentations out-loud. Can they find the approriate way to keep their audience engagd? | Students will need to stay positive as there speeches are perfomed infront of their peers. They will need to concenrtrate on what the message of their speech is and how they can get the audience to take away the message at the end of it. Students will need to stay positive as they begin practiceing and perfoming before the assessment. | Students will remain positive as they create protagonists in adverse situations. How will they tackle these situations? How will these characters remain positive (or not) in certain settings? | Students will aim high as they will be looking to get to the top grades as their final part of revision / consolidation before sitting their exams. They will need to demonstrate they can evidence and analyse all of the AOs for all the various questions and prefect what they are unsure on. Students will need to be aiming high as they look at the higher grade boundaries. | | | | |
| Preparation for Citizenship | SMSC & British Values | *Developing opinions on current issues* | Mutual Respect | Tolerance | | Individual Liberty | Mutual Respect | | Mutual respect | | The Rule of Law | The Rule of Law | Tolerance | | | |
| | Link to SMSC & British Values | | Students will examine the mutual respect that people should have with one another and how the rich are disrespectful towards the poor. Students will look at how Scrooge is allegorical for the rich people in society. | Students will look at Dickens' message and how he is trying to breed a world of tolerance. Society should be equal with everyone paying their fair share. Students will examine how the Cratchit family represents the poor in Victorian London and how times were hard. They will comment on how the rich did not respect their ideals and considered them unequally and beneath them | | The poor become restricted in their day-to-day lives and how their rights have been taken away. Students will look at these rights and see how the poor have been exploited in Victorian England and how they lose their respect and dignity. | Students will show maturity as they respect the process of improvement. They will need to be attentive as they work on their skills and listen to the ideas presented around the room. They will then need to be reflective as they determine what it is they are still struggling with. | | Students will show maturity as they respect each others topics and presentations. They will need to be attentive listeners and respect the person who is perfoming. They will then need to be reflective and respectful as they ask questions to get a better understanding of the chosen topic. | | Students will examine the ideas of law through the extracts they look at. Whether it is fiction or non-fiction, the extracts will be governed by something. Students may need to ascertain these rules in order to help access the extract.<br>Students will also need to hold themselves to account by putting in rules and regulations that help to revise. They will need to keep to that schedule in order to succeed. | | | Students will need to tolerate the viewpoints of other writers in non-fiction and fiction texts. They will need to be respectful as they compare the texts and analyse why a writer may have chosen to write something in a particular way. Tolerance is a way to look at meaningful communication and as students develop their answers to questions, they will need to tolerate and communicate their views and ideas clearly in their work. | | | |

**END OF COURSE**

**GCSE EXAMS COMMENCE**